

# **What is the Arizona Professional Development Leadership Academy?**

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**Spearheaded in 2002 by the Arizona Department of Education in partnership with local education agencies. The Academy is to develop a statewide system for professional development in Arizona that increases student achievement.**

- ◆ It adds value to student's achievement by producing a demonstrable and measurable effects. It is ongoing, deliberate, and focused on student's achievement.

# Who are the Members of the PDLA?

- Teachers
- Parents
- Charter School Directors
- Arizona Board of Regents
- Professional Development Specialists
- Higher Education Administrators
- Parent Information Specialists
- Education Services Coordinators
- Legislative Analysts
- Professors
- Special Education Directors
- Curriculum Directors
- School Superintendents
- Arizona Department of Education Professionals

What makes these people authorities on Professional Development?



## PDLA

# STANDARDS FOR STAFF DEVELOPMENT

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**Context:** Addresses the organization, system, and culture in which the new learning will be implemented. They describe the structures that must be in place for successful learning to occur.

- ◆ **Learning Communities:** Staff development that improves the learning of all students organizes adults into learning communities whose goals are aligned with those of the school and district.
- ◆ **Leadership:** Staff development that improves the learning of all students requires skillful school and district leaders who guide continuous instructional improvement.
- ◆ **Resources:** Staff development that improves the learning of all students requires resources to support adult learning and collaboration.

P  
D  
L  
A

**Process:** The “how” of staff development. It describes the learning processes used in the acquisition of new knowledge and skills. Process standards address the use of data, evaluation, and research.

- ◆ **Data-Driven:** Staff development that improves the learning of all students uses disaggregated student data to determine adult learning priorities, monitor progress, and help sustain continuous improvement.
- ◆ **Evaluation:** Staff development that improves the learning of all students uses multiple sources of information to guide improvement and demonstrate its impact.
- ◆ **Research Based:** Staff development that improves the learning of all students prepares education to apply research to decision making.

- ◆ **Design:** Staff development that improves the learning of all students uses learning strategies appropriate to the intended goal.
- ◆ **Learning:** Staff development that improves the learning of all students applies knowledge about human learning and change.
- ◆ **Collaboration:** Staff development that improves the learning the all students provides educators with the knowledge and skills to collaborate.

## PDLA

**Content:** The “what” of staff development. Content decisions begin with an examination of what students must know and be able to do. Staff development content addresses the knowledge and skills that ensure all students are successful.

- ◆ **Equity:** Staff development that improves the learning of all students prepares educators to understand and appreciate all students, create safe, orderly, and supportive learning environments, and hold high expectations for their academic achievement.
- ◆ **Quality Teaching:** Staff development that improves the learning of all students deepens educators’ content knowledge, provides them with research-based instructional strategies to assist students in meeting rigorous academic standards, and prepares them to use various types of classroom assessments appropriately.
- ◆ **Family Involvement:** Staff development that improves the learning of all students provides educators with knowledge and skills to involve families and other stakeholders appropriately.

# P D L A

- ◆ **Design:** Staff development that improves the learning of all students uses learning strategies appropriate to the intended goal.
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# What's at stake?

## Who are the Stakeholders?

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- ◆ Arizona students are at stake if money is continually spent on professional development that is not relevant , directed and student data driven.
- ◆ Stakeholders are the students, parents and the community at large.

# PUBLIC EDUCATION ENVIRONMENT

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Transition School  
to Work

**Student Achievement  
on State Standards**

AIMS

Legislative Mandates

- Phonics
- Character Education

Parental Choice

# Components of quality PD

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## What is the PDLA charted to do?

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- ◆ Support the recruiting, hiring and training of highly qualified teachers, including teachers who become highly qualified through State and local alternative routes to certification;
- ◆ Improve and increase teacher's knowledge of the academy subjects that teachers teach and enable teachers to become highly qualified;
- ◆ Efforts are regularly evaluated for their impact on increased teacher effectiveness and improved student academic achievement, with the findings of the evaluations used to improve the quality of professional development

## How much does the PDLA cost taxpayers?

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- ◆ A tremendous amount of money if it does not result in student achievement.

## How does the PDLA affect a single child in the classroom?

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- ◆ Professional development is the key to student achievement. Research has proven that students achieve when there is a qualified teacher teaching in the subject area that they were trained in.

# How does the PDLA help with the current teacher shortage?

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# Is this another thing that everyone talks about then forgets within 6 months?

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- ◆ The No Child Left Behind clearly articulates that State and LEAs are required to ensure that strategies and funded activities are grounded in scientifically base research.
- ◆ Expanded flexibility to address the need for qualified teacher and principals not only through professional development but through efforts that include attracting qualified individuals into teaching.

# Scope of Activities

- ◆ **Recruitment** (high-quality individuals, mid-career professionals, former military personnel, paraprofessionals and recent college graduates to enter through alternative routes to state certification)
- ◆ **Preparation and Professional Development** (increase subject matter knowledge of teachers)
- ◆ **Certification/Licensure** (reform and streamlining licensure requirements)
- ◆ **Support** (mentoring and training on assessment data to guide instructional decisions)
- ◆ **Ensuring Quality** (teacher testing)
- ◆ **Retention** (SEAs and LEAs can develop and expand merit-based performance systems that provide differential pay and bonuses for teachers)
- ◆ **Accountability** (develop system to measure the impact of professional development programs on student academic achievement)

# Success Stories 2000 - 2002

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- ◆ 2000-PDLA formed an organization vision, mission, guiding principles and logic model
- ◆ 2001-Presented PDLA to many organizations, schools and associations
- ◆ 2002-PD Summit-14 teams from PEAs
- ◆ 2003-Increased PD knowledge and skills of 14 teams members and others-ready to develop strategic system of PD to guide efforts

# Lessons Learned 2000 - 2003

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- ◆ The PDLA is currently walking down several different paths in an attempt to “direct the efforts to meet the criteria for professional development set forth by the IDEA and No Child Left Behind” laws. We need to organize and better structure our activities. The academy uses the language of strategies, but we are currently very task-oriented.
- ◆ We have a state-level vision, but our activities seem to be chosen/driven primarily by either what’s already being done ad hoc (by individuals and schools) or by what appears the most attractive/convenient to implement.
- ◆ Despite the number of activities going on, members have left the group, and current members are frustrated, because of a lack of forward movement and clear direction.
- ◆ Our Logic Model does not provide a clear picture or a comprehensive roadmap. We need something to better guide our efforts so that programs add up to a **strategic system** of professional development for teachers in Arizona

## What's Next

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- Implementing a Strategic Approach ●
- Getting Results ●
- Measuring Success ●
- 2003 Commitments ●
- What We Need from You ●

# Implementing a Strategic Approach

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- ◆ Build and document a sustainable system that drives forward movement toward goals
  - Know and Support Professional Development Needs
  - Develop and Sustain a Statewide System of Support and Evaluation for Professional Development
  - Provide Guidance to Leadership at the State, County, District, and School levels
  - Establish Financial Management and Accountability
  - Develop and Sustain External (to PDLA) Relationships and Program Linkage

## Getting Results

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- ◆ It is not the PDLA's goal to provide programs for professional development, but to create a statewide system within which PD programs can be strategically created, chosen, and implemented effectively.
- ◆ A documented strategic approach will redirect the current paths chosen and provide the PDLA membership with a clear picture of the system they are working in and the impact they are expected to have on it.

# Measuring Success

	Quantity	Quality
Input or effort	<b>What we do</b> # of copies of Professional Development Planning Guide distributed # of professionals attending PD Planning Guide Training # of schools represented at training	<b>How well we do it</b> % of participants responding positively to training % of participants responding positively to guide

# Measuring Success

Output or effect	<p><b>Is anyone better off?</b></p> <p># of PD plans produced by school teams</p>	<p><b>Is anyone better off?</b></p> <p>% of participating schools that produce plans</p> <p>% of training participants who can:</p> <ul style="list-style-type: none"> <li>◆ Define professional development and understand the characteristics of quality professional development</li> <li>◆ Locate the current research about best practices in professional development</li> <li>◆ Identify sources of funding for professional development.</li> </ul> <p>% of participating schools producing PD plan before August 2003 with following characteristics:</p> <ul style="list-style-type: none"> <li>◆ Involves relevant stakeholders</li> <li>◆ Focuses on increased student learning as the end result</li> <li>◆ Contains planning, formative, and summative evaluation mechanisms to guide improvements and measure impact</li> <li>◆ Draws on scientifically-based research and practice</li> </ul> <p>% of participating schools reporting that they successfully implemented their plain in the 2003-2004 school year</p> <p>% of schools reporting improved student achievement as a result of well-planned professional development</p>
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# 2003 Commitments

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# What We Need from You...

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